

Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H, E, G)

Taxonomy Level: B 2 Understand/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about the emergence of agriculture and its effect on early human communities.

The emergence of agriculture will not be taught in subsequent courses.

It is essential for students to understand why agriculture developed and the effect this occurrence had on human society. Students should be able to explain how plant/animal domestication fostered agricultural development and the subsequent advent of semi-permanent human settlements – i.e. they should be able to describe the role agriculture played in leading to humans to move from a nomadic lifestyle to the development of villages. Students should understand the role of irrigation in this process and describe early irrigation techniques (examples – dams and canals). It is critical that students understand how the domestication of plants and animals eventually led to food surpluses and be introduced to the importance of this concept.

It is not essential for students to know specific tools used during the introduction of agriculture, exact location of agricultural communities, the effect of increase population size on religious activities (megaliths), or the structure of early farming societies (example – Catal Huyuk).

Assessment guidelines: In order to measure understanding of the emergence of agriculture, appropriate assessments will require students to **explain** the development of agriculture by **summarizing** how irrigation techniques changed the structure of early human communities. Assessment should allow students to **interpret** the effects of domestication of plants and animals on agriculture and/or communities. This indicator calls for a cause-effect emphasis and appropriate assessment should take that into consideration. It would be fitting to ask students to **hypothesize** on the impact of domestication and/or surplus on human activity.